

Your Name Here: Jovana Lopez

Type of Observation (circle one): Physical

Cognitive

Socioemotional

50  
50

Big picture of observation: UNT Child Development Laboratory and playground, Friday at 10:50-11:50 and Monday at 9:30-10:17, 50 degrees F, partly cloudy and cold, class of about 9-11 children ages 3yrs. to 4 yrs. (more girls than boys)

Background info on child: "Gretchen" is a Caucasian female around four years old. She is average height among her classmates at about three feet tall. She has shoulder length dirty blonde hair, blue eyes, and has pretty fair skin. On both days she was wearing a long sleeve pink shirt (pink must be her favorite color) with pink flowered pants or blue jeans with tennis shoes. When outside she wore a black jacket in lined with a soft furry polka dotted brown and black material sort of leopard looking with a hood. Her personality seems to be a little shy at times usually inside and very active while playing outside. During observation she is seen more in group play than individual play.

#### Room scan and noteworthy findings:

- The playground consists of one slide and a small little jungle gym with a large circle looking figure on the ground. On the left of the playground there is a pretty good size sand box with a tent over it. All around the playground there is a side walk where children can run and ride their tricycles in. There are benches on the side and a wooden fence surrounding the playground. There are two benches on the side of the wall where observers can sit as well as teachers and children.
- Inside the classroom there are three age appropriate tables and chairs for children to sit and work on any projects they have. The tables are located in the far back of the classroom. In the middle of the classroom, there is a reading center with a big carpet for children to sit on them. In front of the reading section there are age appropriate shelves full of block all shapes and sizes making it easier for children to reach and play with. On the front of the class there are more shelves full of materials for children to use as well as a play house area with a small round table with four chairs. The class has its own restroom with age appropriate sinks and toilets for the children making it easier for children to use.

Time (about 1 to 2 minute intervals)	Observation:	Interpretation
	<ul style="list-style-type: none"> <li>• Based on notes</li> <li>• Detailed – no judgments</li> <li>• Interactions or actions with others or objects</li> </ul>	<ul style="list-style-type: none"> <li>• links to text (page and author)</li> <li>• group differences</li> <li>• suggestions for teacher</li> <li>• specific examples linked with topics</li> </ul>
Fri. 10:50	<ul style="list-style-type: none"> <li>• Gretchen plays in the playground</li> <li>• She grabs a big red wheel about half her size with two hands and carries it from one side of the playground to the other.</li> </ul>	<ul style="list-style-type: none"> <li>• The playground is appropriate for her physical size</li> <li>• Gretchen is using her fine motor skills as well as her gross motor skills. She uses her fine motor skills by reaching and grabbing the wheel from the floor. As she walks over to the other side of the playground carrying the wheel she is using her gross motor skills by walking and alternating feet. (312 Berk)</li> </ul>



10:52	<ul style="list-style-type: none"> <li>• She walks up the top on where the slide is with the wheel and rolls it down the slide followed by her sliding off the slide.</li> <li>• Goes and picks up with two hands wheel from the floor, which rolled down like two feet away, she then carries it up to the top of the small jungle gym and puts the wheel on the wooden ledge</li> </ul>	<ul style="list-style-type: none"> <li>• She uses her gross motor skills by walking up alternating her feet to get to the top and pushing the wheel off the slide as well as herself as well when she pushes the wheel off the ledge. Fine motor skills are also shown when she picks up the wheel (312 Berk)</li> </ul>
10:54	<ul style="list-style-type: none"> <li>• She walks down off the jungle gym and climbs on a tricycle and pedals away very fast around the playground</li> </ul>	<ul style="list-style-type: none"> <li>• Gross motor skills allow her to walk down and pedal the tricycle. Directional awareness allows her to follow and stay on the sidewalk around the playground and not go off riding somewhere else.</li> </ul>
10:58	<ul style="list-style-type: none"> <li>• She stops and lets one of her girl classmates to get on the tricycle standing on the back of her and they go off riding around in a very fast speed as her classmate is screaming of joy. Gretchen then stops and tells her friend to hold on to her arms and rides off again</li> <li>• As she gets off the tricycle she pushes off the hair on her face and sees one of her classmates on a tricycle that is connected to a side cart where another one of her classmates is riding. She then goes towards them and starts pushing while running on the back of the tricycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Gretchen interacts with another child while using her gross motor skills by pedaling even harder now on the tricycle. Teacher should be more careful and aware of children who are riding in the back of tricycle because if they are riding too fast someone could seriously hurt.</li> <li>• She shows body awareness as well as gross motor skills by running and fine motor skills as pushing.</li> </ul>
11:00	<ul style="list-style-type: none"> <li>• The class goes back inside and takes their jackets off and whatever else warm clothing they have and put in their very own cubbies.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor skills are used when unzipping her jacket off and hanging it up in her cubby. (Berk 313) While other are talking their hats and gloves off.</li> </ul>
11:05	<ul style="list-style-type: none"> <li>• Goes back into the classroom and runs to the door swinging her arms back and forth to go watch a movie. Once in the classroom she plots down right down in front of the television with her hands in her lap and her legs criss crossed</li> </ul>	<ul style="list-style-type: none"> <li>• Her smooth running exhibits gross motor skills. She is also aware of her surroundings because she just went straight in front of the television and sat down without being told where to go.</li> </ul>



<p>11:10-11:30</p> <p>11:35</p> <p>11:37</p> <p>11:39</p> <p>Mon.</p> <p>(outside)</p> <p>9:30</p>	<ul style="list-style-type: none"> <li>Once everyone was inside they were asked what movie they wanted to see the majority of the class wanted to see the movie with "Sammie". The teacher told them to all close their eyes and when they would open them they would get a surprise. Once the movie started everyone opened their eyes and Gretchen turned around over her left shoulder back at her classmates and says, "It's Sammie!" with a big smile on her face.</li> <li>After the movie the children were asked to help put the mats away and bring some chairs to the middle. Gretchen just observed everyone moving around, but just stood to the side</li> <li>Teacher goes over the directions very briefly about how to play musical chairs and they start playing. Gretchen is directed to move around clockwise around the chair and when the music stop she just stands and look at everyone sit in the chair. Not able to find chair she gets upset and sits out.</li> <li>As she stands out she stares and looks at everyone playing and joins in again. She doesn't move around like others are doing she just stand in front of a chair. As the music stops she misses the chair again, but this time she's not as upset as the first time.</li> <li>She sits out until the game is over and then they walk back inside to their classroom</li> <li>Gretchen gets her jacket out of her cubby and puts it on to get ready to go outside</li> </ul>	<ul style="list-style-type: none"> <li>She responds to her classmates and smiles of excitement</li> <li>She lacked a sense of direction.</li> <li>Motor skills were used when she walked around the chairs, but her sense of direction lacked in what direction to walk around as well as what to do. Gretchen also shows her emotions through her pouty face and her arms crossed in front of her chest. The teacher did a poor job of explaining the directions of the game before starting. She should have done a practice runs, so students could have gotten a sense and feel of how the game was going to be played.</li> <li>Gretchen interacts with her classmates as her awareness of her surroundings and direction is increased</li> <li>Gretchen exhibits gross motor skills by walking to the chair and sitting as well as walking back into the classroom</li> <li>She exhibits fine motor skills</li> </ul>
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10:17

turns around and reaches for a small cup and grabs the pitcher of water and pours the water into her cup. She then sits the pitcher down and walks back to the table and sits down with her water.

- Gretchen is done with her plate and gets up and throws it in the trash

with her two hands.

- Gretchen shows fine motor skills through reaching and grabbing her cup and the pitcher. She also shows nutritional awareness by drinking water instead of asking the teacher for anything else to drink. Her planning and balancing skills also come to affect by putting the pitcher down and then walking back to her seat with the cup of water without spilling any (304-312 Berk).
- She exhibits good planning skills by knowing what to do with her plate when she is done without being told (339 Berk).

#### RECOMMENDATIONS:

- I would have liked to see more fine motor skills be used in the classroom. I'm sure they do activities that help motivate their fine motor skills, but the two days I went to observe I didn't really see any.
- Incorporating the whole class into an outside activity using their fine motor skills would be a good idea that way every one would be involved. For example, they could build some type of craft with paint of glitter or better yet they could use their big sandbox to create an activity for students to build and make figures out of instead of using pencil and paper to draw.
- I would like to see the teachers more aware of the children and their actions because I observed several times when children were doing inappropriate things that could have caused harm to others. It's important to keep your eyes open at all times on all the students that way teachers can prevent accidents and children from getting hurt.



## Self-reflect:

- Comparison with self and memories

When I was about the same age as Gretchen, I was taking a pre kindergarten class at a Dallas elementary school and I remember our playground being a lot different than at the child laboratory. Being an elementary school, our playground was a lot bigger and had big slides and monkey bars. I don't remember it having smaller equipment for younger children to use and play with other than a couple of swings that seemed smaller than the others. The playground area floor was covered with small rocks that had a red tint to them, which hurt if you fell on them. I loved playing tag and chasing games all the time with a group of people. Interacting with other seemed easy to me and I always made friends to play around with no matter where I was. It's funny how social I was before because now as an adult I am more shy and introverted. I wasn't much of a fighter I don't remember being as harmful to other like throwing stuff at them. I only remember not liking when people invaded my things like Gretchen with her jacket being thrown on the floor.

Inside the classroom I always loved helping the teacher in any way I could whether it would be by setting supplies out on the table or passing out crayons to everyone. Like Gretchen, I always wanted to be in front of or the first in everything. I remember loving to color all the time in class. I loved using markers and crayons to use on coloring books.

- Critique of observation skills

- I did not check the time as often as I should have
- I did not get up and move to where I could see her at all times. They were times were I was not able to see where she was or what she was doing.

*your paper is well organized and you included  
thorough details about what you observed.  
(excellent)*